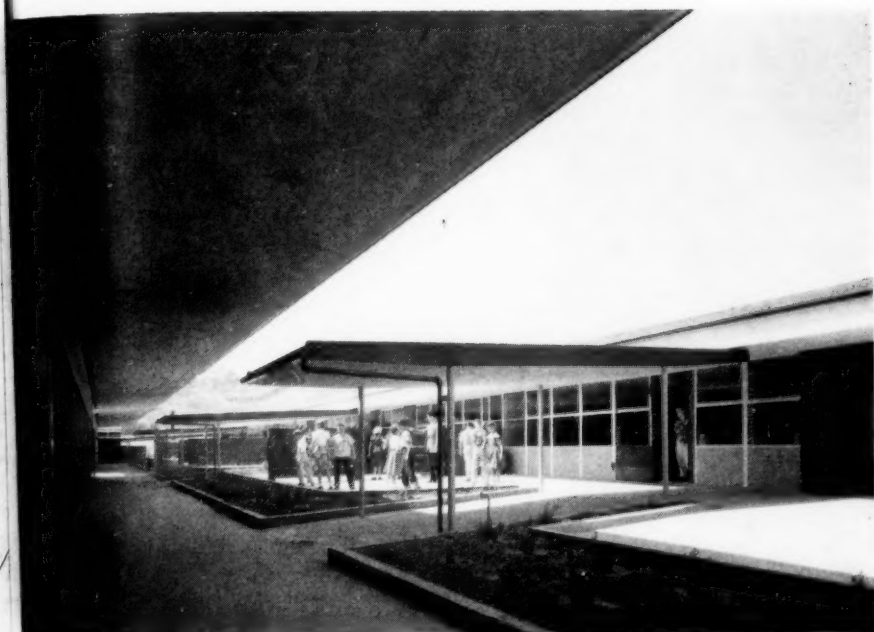
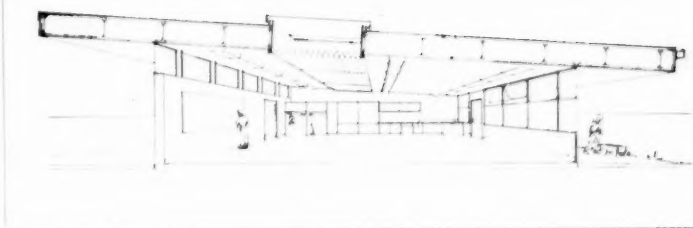


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EDITORIAL COMMENT AND NEWS NOTES

THIS ISSUE OF THE JOURNAL

It takes just two hours to read this issue of the *Journal*. But any elementary school administrator or teacher who will make such an investment of time will find what one of the authors says are ways "children may be served better." No one could read this issue without knowing as another author has said that "attendance and instruction are interdependent."

This issue of the *Journal* is the result of an idea followed by co-operative effort on the part of E. R. Deering, Consultant, Child Welfare and Attendance, and Helen Heffernan, Chief, Bureau of Elementary Education. The contents contains the names of the authors who have freely shared their experience in meeting the needs of children who have special problems of adjustment to schools. These reports, case studies, and stories reveal the status of child welfare and attendance work in 1954 in a way that may surprise otherwise well-informed school people.

RUTH EDMANDS RESIGNS

The resignation of Mrs. Ruth Edmands as Consultant in Elementary Education in the California State Department of Education to take effect August 1 has been accepted with regret. Mrs. Edmands has worked in the State Department of Education for more than four years. During that time she has had leadership responsibility in programs for the education of children in the primary grades. She has served as chairman of the professional committee on early childhood education of the California School Supervisors Association. This committee has prepared extensive material on parent-teacher conferences and on promising educational practices for young children.

Mrs. Edmands has been active in the Association for Childhood Education International and has contributed to the professional growth of this group throughout the state. She has provided leadership through workshops and conferences at San Francisco State College, Stanford University, and the University of California, Los Angeles. The development of sound programs in moral and spiritual values has also been one of her major activities. She has worked with a state-wide committee on the preparation of material and the stimulation of pilot programs in this important area of instruction.

Because of her sound professional knowledge, her wide background of experience, her skill and understanding in human relations, and the enthusiasm and diligence of her efforts to provide fine educational opportunities for children, requests for Mrs. Edmands' services have been far in excess of the number she could accept. Teachers, supervisors, administrators, parents, and other citizens concerned with education have turned to her for help in the solution of their problems. Many persons throughout the state as well as her co-workers in the Bureau of Elementary Education will miss her as a friend and as a stimulating and competent co-worker.

Mrs. Edmands has accepted a position as supervisor in the office of the Colusa County Superintendent of Schools for next year. This position will permit her to return to her former home, allowing her to give attention to personal affairs and responsibilities there. Wherever Mrs. Edmands works and whatever may be her position, her influence for the welfare of girls and boys will be powerful and far-reaching.

COVER ILLUSTRATIONS

The photograph and architects' drawings of the Brittan Acres Elementary School in the San Carlos Elementary School District in San Mateo County were furnished by John Lyon Reid, A.I.A., architect, San Francisco, and Ken Schmidt, A.L.A., landscape architect, San Francisco. The new school is located on a rectangular plot at the corner of Belle and Tamarack avenues, San Carlos. Instead of the usual east-west finger

pattern, the wings run in a generally north-south direction in order to fit the site contours. Outside each classroom is an outdoor instructional space. The school accommodates kindergarten through sixth grade. The site provides play space for various age groups, outdoor dining space, and an amphitheater. Shrubbery surrounds the entire site, with lawn space kept to a minimum.

CONSERVATION—CONCERN FOR TOMORROW

A new 184-page publication titled *Conservation—Concern for Tomorrow* has just been published by the California State Department of Education, Bulletin, Volume XXIII, No. 1, February, 1954. Representatives of federal and state agencies concerned with conservation and conservation education have contributed chapters covering conservation and the general welfare; conservation education; soil—the foundation of California's economy; water—California's lifeblood; forests, brush, and grasslands—the living mantle; California's wildlife—creatures of forest, field, and stream; our mineral wealth; the primitive scene—aesthetic and recreational living, and furthering conservation education in the schools.

The three-color cover in yellow, blue, and green of wild geese flying over a marshy lake was the gift of Warren Chase Merritt, well-known illustrator. The publication will serve as a valuable resource to teachers in providing experiences in conservation education for children and youth.

School administrators throughout California have received copies of the bulletin. Distribution has been made to county, city, and district superintendents of schools, to principals in high school districts not employing superintendents, and to selected organizations.

CIVIL DEFENSE FOR CALIFORNIA SCHOOLS

Civil Defense for California Schools is the title of a publication prepared jointly by the California State Department of Education and the State Office of Civil Defense. The manual,

published in October, 1953, is directed to school personnel in California. Its primary purpose is to provide school administrators and teachers with a guide for use in the discharge of their duties and responsibilities during times of disaster.

How people act during emergencies depends largely upon the conditioning they receive. To condition the school population so that it will act intelligently and constructively in emergency situations is a job that requires the attention of the staff in every school.

References are made in Part II of the manual to what might be done to teach certain skills, attitudes, understandings, and the appreciations that relate to preparation for emergencies in times of disaster. Since material in the manual was prepared for use in both elementary and secondary schools, elementary teachers will need to appraise, adapt, and extend the material in accordance with the requirements of specific situations.

MATHEMATICS TEACHERS CONFERENCE

The California Conference for Teachers of Mathematics is holding its fourth annual meeting at the University of California, Los Angeles, July 6 to 16. The Conference is sponsored by the University in co-operation with California Mathematics Council. General sessions include a wide variety of lectures, panel discussions, and campus tours. Of special interest are the laboratory groups in elementary and secondary school mathematics in which teachers may actually learn to make many of the teaching aids that are necessary in modern schools. Two units of credit may be earned by those participating in the conference. A moderate fee is charged. Further information may be obtained by writing Clifford Bell, Mathematics Extension, University of California, Los Angeles, 24.

UNDERSTANDING THE PRESSURE OF COMPULSORY SCHOOL ATTENDANCE

JOHN G. MILNER, *Associate Professor, School of Social Work,
University of Southern California, Los Angeles*

The American ideal is that our children be educated. So strong has become our belief in education that we insist that everyone has not only the right to be educated but is also obligated to become educated. In fact we have legal requirements that children attend school long enough to complete the primary and secondary steps in learning. So commonplace has become our acceptance of compulsory education that very few people ever question whether it is a justifiable practice. "I got-ta go to school" is the verbal expression of most American children, for they grow up with the idea that they must go to school.

Compulsory school attendance has a different degree of meaning for each child and a different kind of meaning for some. Conforming with this requirement can insure to some children the continued love and approval of adults who have meaning in their lives. To others, failing to conform can be a threat to family relationships that are already insecure. Compulsory school attendance may be an obstacle to the child's desire for independence. He may therefore protest against it and vent his feeling about it through aggressive behavior.

For parents, the *must* in school attendance laws tells them that they are forced to share the rearing of their child with other adults with whom they may have differences. Certain of them may accept it but think of it as giving their child an experience that differs from one they would choose for him, or as a means of exposing their inadequacies as parents. Parents know that the way they look upon and help in the enforcement of school attendance laws causes society to accept

them as being worthy parents or to reject them because they are poor parents.

Parental attitudes and feelings about school attendance, whether disguised or not, influence the attitudes and feelings of the young child in a way that may well carry through his whole school experience. Whether parents want or do not want their child to attend school has a very decided influence on their child's behavior. The young child, especially, often fails to understand why he must go to school when his parents do not wish him to do so. And as a result of this feeling he may rebel against acting contrary to his parents' wishes to the extent that he will fail in his school work.

In order to arrive at any effective solution to a problem of school attendance one must study the attitudes both of the parents and the child toward compulsory school attendance. To formulate the solution needed it is necessary to know what each contributes to the causes underlying the problem that has resulted in the child using truancy as his means to resist the regulation.

The meaning that the *must* factor in school attendance has for each school guidance person or attendance supervisor determines to some extent the ways in which he carries out his responsibility. The *must* puts the worker in a position that carries legal authority, and being in this position his feelings may cause him to handle the child's problem in a way that meets his need rather than the child's need. The worker must avoid taking such action. He must in all cases make certain that the solution he employs gives first consideration to the child. As one nine-year-old said recently "You know what? I believe grown-ups sometimes think that school is more important than me!"

The need to be like others is basic to human beings. We learn to become like others by imitating them and by identifying ourselves with them. In carrying out these acts the growing child begins adopting the values of society at a very early age. This makes him acceptable to the group. The child knows

this acceptance is dependent on his not having too great a variance from others. Homogeneity and likeness are highly important to children. Because most children do go to school, we can assume that the child who purposely stays away is having some inner conflict because of his difference from other children. Probably he has good reason for his willingness to pay a high price for his nonconformity to social custom. But from a mental health standpoint, no child can afford to be so different as to set himself off from others. We must therefore seek to help the child resolve his difficulties rather than merely to enforce the compulsory attendance law. Our concern must be first for the child and then for the law. Such concern rightly makes us feel responsible for understanding and treating rather than policing and punishing.

The causes underlying truancy are many and involved. They are the reasons for a child's unwillingness or inability to comply with compulsory school attendance laws. Basic and general among them is anxiety. Anxiety seems to pervade both acute and chronic truancy cases. The avoidance of school is the child's own way of trying to handle his anxiety. His absence from school is an expression of his effort to escape what he believes to be the source of his difficulties, for it is within the school setting that his worries, fears, his self-consciousness, and his feelings of inadequacy come to the fore. This is true whether the anxieties are caused by school or are only reflected in the school situation. The child knows only that he feels distressed and troubled while he is in school. Anxiety symptoms may be physically expressed. They may appear as learning difficulties or as classroom misbehavior. They may be shown by avoidance of the total situation. Both social and intrapsychic forces cause anxiety.

In reality a child's trouble may rest in his situation at home and become evident in school. He may be able to handle the emotional tensions to which he is subjected at home but carry the tensions with him to school where he meets new stresses which add to his burden. He is then unable to meet the school's

intellectual and social demands. Psychic energies become exhausted when one is ridden with conflict and tension and little remains of oneself to give either to social relations or to learning. The anxious child often needs to release his tension through aggressive action or creative efforts. If the school is too restricting and too demanding to afford him the opportunities for such release the child becomes bound up emotionally and seeks to escape his predicament. The need for aggressive action in part explains the large number of children who participate in other delinquencies while they are defying the compulsory factor in education.

Children tend to think of home and family while they are in school. If their thoughts of home are pleasant ones, then children are comfortable while they are in school. If their thoughts of home are unpleasant ones, then children are unable to do school work successfully. At all times the child carries with him a memory of his part in the family situation.

Most of the child's sense of his own importance is tied up with his home. When he is away from home the child realizes that he is unable to play his part in the family situation and suffers from the inability. For example, the child who has misbehaved at home may worry over that fact, and so long as he is away he has little opportunity or ability to make his situation right with the family. This may cause him to indulge in phantasy and speculation about the serious consequences his behavior might have caused. It is not uncommon for small children who feel they have been "bad" to fear that their mother may go away and never come back. Remaining in school prevents their making it right with the mother and having to stay in school makes them feel trapped.

In families where there is marital discord, the child may feel a responsibility in the trouble. He may believe that his presence serves as a protection for the mother and his absence may permit the father to make physical assault on the mother. Should he feel hostility toward one or the other parent and this feeling gets repressed, then he may fear the destruction

of that parent and believe that only his presence can save the situation.

Children who are reared alone are often the object of possessiveness on the part of one or both parents and can sense their importance to the happiness of their parents. They thus feel guilt when they are away, believing that they are responsible for the loneliness of the parents. This guilt can be reinforced by their need to be the only one on whom attention and love is focused. They then suffer when they need to share in the classroom with numerous others the affection and interest of the teacher, who serves as a parent symbol. Their inability to gain full attention makes them sense failure.

Children who feel unloved and have siblings who remain at home while they themselves attend school may constantly fear that their brothers or sisters will win the whole affection of the parents. This fear of displacement is a common one. The rivalry present in such a sibling relationship can also cause the child to hate his brother or sister. Because of the intensity of this hate, it may be expressed in an inverted form. Instead of recognizing hate, the child fears that the siblings will disappear, be injured, or even be destroyed.

Such fears become apparent as they are expressed in clinical treatment, and their expression explains somewhat the anxieties associated with home that are carried into school where the child is forced to remain for a large portion of the time he is awake. The child's dislike is not so much for school itself, but for the fact that school is the obstacle that stands in the way of things that seem more important to him.

Probably the most usual cause for anxiety is the child's fear that he will fail in school. This may be failure in his subjects, failure in his social relationships, failure to meet the sometimes exaggerated ambitions of his parents for him, or a combination of these. This is a thread of difficulty for school children of all ages and especially for adolescents. Children know that they are expected to do well in school. Parents, relatives, friends, teachers, and the community at large expect the child to make

good according to accepted educational standards. Failure means that the child is inadequate and different from other children, and therefore does not deserve the love of anyone. Failure in school is possible and real and faces every child.

The child who has experienced failure outside school brings with him to school a doubt of his ability to get along. If he has failed to win the love and affection of his parents, has failed to get along with his siblings or others, then his fears of failure in school are a natural result of past experience. For many reasons he would like to avoid another situation in which failure is possible, yet he is forced to meet such situation head on. In school he is placed in a group that the school brings together in a setting of physical confinement and social restriction which increases his tension. Children do not regard escaping undesirable situations as failure. Escape is therefore often their way of handling such situations.

With an escape such as truancy, certain secondary gains can be made. The child can remain with the family members whom he wants to love. He may find close companionship with others who are also truant, finding their common bond of action a means of establishing and holding a close and needed friendship. The child may even gain satisfaction in using his voluntary school absence to defy a hated mother or father, in this way making certain ego gains. This experience can help the child to feel that he counts and is important. As one fourteen-year-old boy said: "I can scare the life out of my old man when I ditch school; it's the only time he starts being nice to me, begging me to go back before I get him into trouble." These secondary gains are usually more obvious than are the deeper psychic causes. For this reason, much work in attendance has been done at this level of understanding.

The school itself can be anxiety provoking. The pressures of discipline and of work can be too great for certain children. This adds to tension rather than mitigating it. The child's difficulties increase, and he needs to react either by withdrawal or expressing his feelings against what he sees to be the external

cause of his trouble. Usually the teacher is the first focus of attack. Feelings against teachers can develop suddenly and reach extreme intensity. These may lead to a dread of all teachers and of school in general. The child's idea of a solution to this problem may be to escape school.

Certain children react negatively to the subject matter taught in school. Such reaction is due largely to the difference they sense in what they are being taught in school and what they have learned at home and have accepted as being their own knowledge and beliefs. Much of what is said or taught in school, particularly in elementary school where the so-called "ideal" is taught in a dogmatic way, can cause the child who is essentially a realist to be made anxious. For example, one seven-year-old girl became afraid to go to school. In the play interviews held with her in a guidance clinic, it was determined that her fear had been precipitated by reading in basic readers stories having to do with certain stereotype boy and girl characters and the life of these characters in their home and neighborhood. The stories dramatized the ideal family, where father and mother were always reasonable and kind. The children in the stories were pictured as being normal children and always able to say and do the correct thing. Their situation differed from the child's own family situation, which was actually a very good one though more human than the book family's in that all was not sweetness and light. This difference led to the child's belief that the teacher was saying that she and her family were bad. The child therefore felt impelled to stay away from school where she felt loyalty to her family was being threatened. The shift from established early values in behavior and relationship must necessarily be made more slowly for some children than for others.

As the child becomes older, the peer group becomes increasingly important to him. This importance greatly influences the child's growth processes as well as his day-by-day behavior. His adequacy as a person is tested and conditioned by his relationships with other children. Through these relationships

with his age group, he develops self-awareness that can lead either to self-confidence or to a feeling of personal failure. If he sees himself as a person equipped to get along, only then can he believe in himself. If he lacks this ability he becomes an anxious child. All children learn that they need to make certain personal modifications in order to get along with others who are different. For some the need for change may be too great or too threatening. The child knows that to change means going against certain ways of thinking, feeling, and doing that he has learned from the adults in his life and which are expected by them. To make this change means the possibility of a loss of the adults' love and respect. To fail to change can result in the loss of acceptance by the peer group. In school the child is laboring under the difficulty encountered in making the necessary personal adjustment.

Unless the child's feeling of difference gets resolved to his satisfaction, then he begets fears of being rejected. He feels inadequate, weak, and stigmatized. Here again he can react by withdrawal or by becoming diffident or aggressive. The withdrawal can be just within himself or he may stay away from school. The aggressiveness can be expressed in school or by leaving school.

The sexual content in peer conversation and activity is one of the major threats to a child's ability to socialize. Children reared in families where there have been strict prohibitions placed on expressions of sexuality may have an especially bad time in school where they will likely come into contact with sex talk. As a result of these contacts they may develop an uncomfortable feeling as their own desires to express sexuality are activated and their self-prohibitions are tested. For some of these children, this feeling will mark the school as being a bad or evil place and they will think that those who make them stay in such a place must themselves be necessarily evil. The answer for one of these children then is the choice of remaining and continuing to be exposed to this bad influence on the chance of eventually becoming reconciled to it or escaping the whole

problem by staying away from school and remaining apart from his contemporaries. Early adolescents especially can feel discomfort as a result of obscene language and sex talk by their peers. At this stage the youngster is struggling to master his own sexuality and feels pushed by these external stimuli. Words and language can take on disproportionate importance to certain children and their significance may be unusual for the one whose repressed sexuality becomes activated.

Associated with the sexual fear is one that some children have that others in their group are out to injure them physically or even to destroy them. This is most common among young children, but is also present among adolescents. Certain kinds of horseplay indulged in during the playground period take on sex significance.

Children from minority groups who develop a fear of children from other groups may have a real basis for their fear since they are frequently rejected by the members of groups other than their own. Such reality-based anxiety becomes incorporated in the general psychic organization of the child, thus seriously affecting his total personality. Common symptoms are expressed feelings of inferiority, inadequacy, and unacceptability. These children can develop a poor self-image which makes school adjustment extremely difficult. For many, the only relief from torment and tension is to remain away from school.

Among the racial minorities, the parental attitudes about school can be especially influenced by their early educational experiences or lack of educational experiences. Certain of these parents remain indifferent to the importance attached by others to school attendance because formal education proved to be unimportant in their cultural environment. Others seem to exaggerate the value of school, seeing their own lack of education as the stumbling block in their struggle for existence. They attempt to compensate for this lack by overstressing education for their children. Such indifference or extreme eagerness in relation to the child's learning can negatively affect the

child's feeling about school. He either lacks the support of his parents or feels pushed by them into an experience that causes him to become noticeably different from those he loves, and therefore uncomfortable in his social situation. While parents of such a child may well be proud of affording him an educational opportunity, they can also be threatened by the chasm in knowledge and interest that it creates between them and the child. The American value placed on compulsory education may not be entirely acceptable to all who are legally Americans, due in part to their nearness to some past cultural influences and their present difficulty in accepting new attitudes.

Personal involvements such as the ones mentioned are only a small part of the many possible complexities that affect the lives of children, who, we say, must attend school. They are examples of the kinds of situations that can create either acute or chronic dread of school, problems that are extremely delicate to handle if the results are to be constructive for the child.

Truants are not the only children who react against forces that compel them to attend school. Many children attend school unwillingly and suffer out their fate. Their distress causes them untold difficulty in securing an education even though they spend their time in a setting where education is possible. They need help in correcting their state of mental wretchedness just as do children who are voluntary absentees.

In a society where one's success is determined so much by his going or not going to school and going to school is the accepted pattern in the cultural environment, we need to recognize that social forces put the "compulsory" in school attendance. The written law is only symptomatic of this condition. This fact is shown by the large per cent of children who attend school beyond the point of legal compulsion. The focus of sound guidance and attendance work is essentially the individual needs of children, helping them toward some resolution of their personal conflicts. The mere enforcement of the law is not a satisfactory solution to any child's attendance problem.

THE EFFECT OF ENVIRONMENTAL FACTORS ON SCHOOL ATTENDANCE

E. R. DEERING, *Consultant, Child Welfare and Attendance,
California State Department of Education.*

"Mighty oaks from little acorns grow" providing they fall on fertile soil in a favorable climate, and there is ample room for their full growth. A child may be likened to the acorn—the soil and climatic conditions to his school and community, and room for growth to opportunity.

The attendance supervisor of today would no more lead a child to school and drop him at the door thinking his job well done than would a farmer drop an acorn on to a strip of concrete and expect it to flourish. The supervisor knows that it is his responsibility to assist every child who has a school adjustment problem. He carries out his responsibility by administering nourishment in the form of home visits with adequate interpretation of the school and by visits with school administrators, counselors, and teachers with adequate interpretation of the home and the child's needs. As a result of this interpretation reasonable plans may be drawn for providing the child opportunity he needs to develop his abilities. When given such opportunity the child will develop desirable patterns of behavior. Those patterns include regular school attendance.

Regular school attendance has many values. Certain of these values are enjoyed by the individual who does the attending, others by the society of which the individual is a member. Regular attendance, therefore, is the concern of both society and the individual.

Society has evidenced its concern for the values of regular school attendance by establishing and maintaining free public schools and through legislation that requires each person to attend school during certain years of his life. Most individuals

evidence their concern for these values by doing all within their power to take advantage of the educational opportunities that are available. However, there are a few who do not wish to take advantage of them and who have little or no respect for the compulsory school attendance law. The extent to which those in the latter group are responsible for their attitudes is questionable. Certainly their attitudes reflect undesirable conditions in their environment. Such conditions should be corrected. To accomplish this the conditions must first be identified, then ways of correcting them must be planned. Action must then be taken to carry out the plans.

The forces that encourage a child to attend school regularly or those that tolerate irregularity and disregard for attendance regulations are found in the home, the school, and the community. The individual is the product of his environment. And as he develops he produces the environment for others.

Homes in which the values of education are appreciated are likely to be conducive to regular school attendance. They will be conducive to such attendance providing the values are set out as desirable goals—goals that can be attained in a pleasurable manner and that give great satisfaction when they are attained—satisfaction that comes from having the ability to do both for oneself and for others. The goals will not be conducive to such attendance if they are set out in terms of materialistic values and effort is made to force the individual to strive for their attainment.

In the home environment which is conducive to regular school attendance, the parents are aware that very early in the child's life he has certain needs. And they know that these needs must be intelligently met. At first they provide the ingredients that are necessary and in usable form. But as the child matures they withdraw their assistance and encourage the child to become progressively independent in his quest for ways of meeting his needs. As the child develops this independence he finds increasing need for knowledge and skill. This need for knowledge and skill is the child's readiness for attending school.

Home environments that are not conducive to regular school attendance vary in type. They may, however, be pictured as those in which the values of education are not known, those in which the values of education are openly questioned, and those in which the opinion is held that the values of education must be sought without anything more than a material reason. In such environments, children are not helped to discover how they can meet their needs. And since they never experience the pleasure that goes with such discoveries, they have little or no reason to see much advantage in having knowledge or skill. They do not develop a readiness to attend school. Their lack of this readiness makes school an unattractive place to them. And as a result of these conditions the children fail to do school work that gives them satisfaction. Since they are human beings they seek the satisfaction they need, and in this endeavor they often feel forced to escape school and in other ways to act in defiance of rules and regulations.

The environments of schools in which the values of education are made apparent are conducive to regular school attendance. The values will be apparent if the child is given opportunity to acquire the knowledge and skills for which he has need and at a rate commensurate with his ability. If such provision is made, the child will feel successful and will give the teacher and others in the class reason to recognize him and to praise him for his achievement. Recognition and praise plus other satisfactions that the child gets from his achievements spur him to greater endeavors. He has reason to attend school regularly. He is seeking goals of his choice. He is working in an environment that is favorable to him. He is enjoying the fruits of success.

School environments, like home environments that are not conducive to regular school attendance, vary in type. But for the most part, they do not contain provision for building upon the individual's readiness for learning or making his learning purposeful or meaningful. In such environments, goals are specified for the children. The manner in which they must be

sought is prescribed. Memorization is stressed; understanding is ignored. The individual who is labeled as successful is only doing the job that he is expected to get done. There is no reason for his teachers or his classmates to recognize his achievement or give him praise. Such environments do not give the individual opportunity to meet his own needs. He must therefore seek his satisfaction in other environments. To do this the child must avoid school. And in avoiding school he may spend his time in environments that are not conducive to the development of a wholesome personality. In this process his opportunities for becoming a good citizen diminish at a rate that is exceedingly great. This causes both the child and society to suffer unnecessarily.

The environment of the community in which an individual lives has much to do with his school attendance. If the community holds the opinion that maintaining a school and enforcing the compulsory school attendance law are its only responsibilities in serving its children and youth, there is reason to believe that desirable results will not be secured. To secure desirable results, the community must take active interest in its school and assist it in meeting the needs of those who are in attendance. It should make available adequate facilities for use by individuals during the time when they are not attending school. And it must make available those special services which certain children need to overcome handicaps to the extent that they can profit fully from the school and other opportunities that become available to them. The community that meets these responsibilities will have little trouble keeping children in school. As a result the community will grow and prosper and become an increasingly better place in which to live.

A concluding proverb that may summarize the attendance worker's attitude in regard to the effect of environment on children with attendance problems is borrowed from the ancient Chinese: "To light one lamp in a dark place is better than lighting a seven story pagoda."

CLARIFICATION OF SCHOOL ATTENDANCE SERVICES

DWIGHT E. LYONS, *Supervisor, Child Welfare and Attendance Branch, Los Angeles Public Schools*

Attendance work is the earliest of the special services established in the school systems throughout the country. Many schools had established such services before 1900. Shortly after the turn of the century a group of attendance workers in the Midwest organized the National League to Promote School Attendance. Today practically every urban school district and many of the rural school districts in the United States as well as schools in several provinces of Canada are represented in this organization.

The present-day concept of attendance work is vastly different from the concept held during the early days of this century in that truancy is now conceived as a symptom of maladjustment caused by a gamut of conditions found within the individual as well as forces in his home, school, and community. In its early history attendance work was often characterized by a punitive approach, leading to negative concepts embodied in the title of "truant officer" and "hookey cop" for the attendance worker. Today the stress is on a positive concept that an adequate attendance service must be based on policies which incorporate concepts of behavior, insights, and skills that have attained validity in the development of modern theory and practice in education, psychology, psychiatry, and social work.

With the introduction into the schools of health, medical, psychological, counseling and guidance services, it becomes imperative that attendance service be redefined in order that its unique contribution be realized. It is likewise necessary that the function of attendance workers be clearly defined in relation to other specialized services to insure close collaboration

and teamwork without duplication of effort and working at cross-purposes.

An attendance service is responsible for the enforcement of compulsory school attendance and child labor laws. Its powers are derived from state and federal laws. The shift in emphasis that has occurred in this half-century is from one of imposing law upon children and parents in a patronizing or dictatorial manner to helping them to understand the necessity for law and enabling them to live with satisfaction and in harmony with it. Successful attendance service develops out of a recognition that it is essentially a case work service operating within an authoritative setting. This very authority, when properly used, enables the worker to play a unique role in furthering the work of all educational personnel whose goal is to assist children to mature emotionally as well as mentally. This understanding also enables the various special services, each with its unique function, to complement one another effectively.

At the outset two things must be recognized—first, the attendance worker is not differentiated from the counselor or other school personnel in terms of a different set of insights and skills but rather in terms of function; and secondly, each school system must determine how best it can organize its attendance service in relation to other such services. As a consequence, there can be no single pattern which may be adapted to all school organizations. However, it still remains essential that the primary responsibilities of the attendance worker be singled out and differentiated from those of other personnel.

The following nine points list what would seem to be primary responsibilities as differentiated from related services.

1. Investigation and case work help, with a view to reaching underlying causes of which truancy and other unacceptable behavior are symptoms; providing individual help to the child and parents which will enable him to use school experience creatively and productively; working closely with teachers who share responsibility for attendance by exchange of information

2. Referrals of children and families requiring specialized help to appropriate agencies within the school or community
3. Child accounting of admissions, transfers, and dismissals
4. Strengthening existing services for children and mobilizing new resources to serve unmet needs through close co-operation with community agencies
5. Prevention of delinquency
6. Initiation of legal action in the appropriate court in order to secure further assistance when the child or family fails to respond satisfactorily to remedial measures
7. The initiation of action toward placement of children in institutions for dependent and delinquent children when forces within the individual, his home, or the community make it impossible for him to adjust in his own home
8. The interpretation of present-day philosophy and practice in attendance work to school administrators and representatives of community agencies with special emphasis on the development of a program which will prevent maladjustment and delinquency
9. The formulation and promotion of legislation which will both safeguard and enhance the welfare of children

It will be noted from the foregoing points that the attendance worker is concerned with all aspects of a child's development and is in a position to co-ordinate other services within a school system and in the community which may contribute to the growth and development of the individual.

EDUCATING MIGRANT CHILDREN

HELEN COWAN WOOD, *Director, Fresno County Project in the Educational Program for Migrant Children*

Educating the children of workers who follow the crops presents a perennial problem familiar to child welfare and attendance workers. Sharing this problem are teachers, administrators, and other personnel of the school districts in the 22 counties in the valleys of California through which pass the main stream of migrants. Every year, with the inevitability of the seasons, each area in turn grapples with the baffling task of educating children who don't "stay put," children who are educationally crippled because of constant moving and irregular school attendance, children who bring to the school their great burden of need at a time when the school is least able to help them because their entry strains facilities beyond capacity and causes teachers to carry excessively heavy teaching loads.

Fundamentally, this is a problem of attendance and child welfare and of adequate school facilities. Personnel in the schools of Fresno County have made great headway in gaining the co-operation of employers in the enforcement of school attendance laws, in mobilizing community resources to meet welfare needs, and in providing adequate schoolhousing. But in spite of this, children are often kept out of school to work in the fields, too often classes are conducted in rooms grossly inadequate for school purposes, and two or more classes are sometimes taught in a single room.

However, this is not the whole story. The curriculums offered are often inadequate to meet the needs of the children of migrant workers. This is conspicuous when the problems posed by a few of these children are analyzed. The following case studies bring to light certain of these problems.

CORALEE, 15, is in the eighth grade. She comes to school only once in a while. The oldest of a family of eight children, with a mother who is ill, Coralee carries the burdens of the household as well as a young girl can. Probably she will be married next year; girls in her group marry young. *Is the time she does spend in school as useful as it could be in getting her ready to live her life well?*

JOSE, 9, is in the first grade. This is his third year in school, though each year he has attended probably much less than half the time. He knows a few words of English but he rarely uses them because almost everyone in his class speaks Spanish too. If once in a while he wants to know what the teacher says, he asks someone in an aside in Spanish, but most of the time he doesn't bother. *How can we teach the English language and the American culture more effectively to the Spanish-speaking children who constitute about half of the migrant families?*

D. J., 12, is in the sixth grade. He is just beginning to work in school, and now he is ready to move on again. For five weeks he sat, resentful and unhappy, while his teacher despaired—until he found out D. J. has a considerable hearing loss. Unless this information goes with him, D. J. will probably have a similar experience of wasted time at the next school he attends. *How can we reduce wasted time for children by better communication between schools?*

RAMON, 14, is in the eighth grade. The attendance supervisor brought him in again today for the fifth time this month. "Look," he said to the school nurse, "I can bring him in but what is the school doing to keep him here?" *Can schools do more to convince girls and boys of the value of education to them? Can schools be more valuable?*

LUPE, 12, is in the fifth grade. Lupe is confused and discouraged. She cannot read the books she is given, and so, even though she feels friendly toward her teacher, she stays out of school at the slightest excuse—a family anniversary, a hole in her shoes, a sick baby at home, a muddy path to walk on, or a trip to town with her family. "If only I had time to work with her alone," says her teacher, "I am sure she could learn." *Can teachers be helped to meet the wide range of differences in the learning needs of children?*

The stories of these girls and boys and thousands like them were in the minds of the administrators of schools in Fresno

County who decided during a series of meetings in the spring of 1953 to make a concerted endeavor to find ways in which their school might successfully cope with the problems posed by the children of migrant workers. As a consequence, the Fresno County Project in the Educational Program for Migrant Children was begun. Its work is being carried on with the aid of a grant from the Rosenberg Foundation. Administrators from each elementary school district, an administrator from one of the high schools, the County Superintendent of Schools and members of his staff make up the project council which serves as a steering group. Seventeen elementary school districts are now participating. Three large schools in the area—Firebaugh Joint Elementary, Huron Elementary, and Westside Elementary—are pilot centers for experimental work in developing an instructional program to meet the needs of children of migrant workers.

The first problem to gain attention in the project was the transfer of records and information about children, which would help schools give continuity to the educational program for each child. All teachers wanted a transfer record to accompany the child which would give as much information as possible about him and his school work.

Everyone agreed that the school to which a pupil transfers needs information contained in the cumulative record of the child. The confidential information including results of standard test, health and adjustment problems, case studies, and other vital and basic data that make up the cumulative records have been collected at great cost and effort. Schools were reluctant, therefore, to let these records leave their offices. They were reluctant to send on the records for the additional reason that many children return to the same school and the school is responsible for records of pupils who have been in attendance. Consequently, it was agreed that some kind of transfer sheet containing the most important part of these data seemed desirable. This, too, would need to be as compact as possible,

so that busy school offices could forward it without delay while it was still valuable to the school to which the pupil transferred.

During all these discussions, staff members of the pilot schools were troubled by the blocks that stand in the way of making any system work, no matter how adequate it looks on paper. Securing the co-operation of parents and children in taking transfers with them and enlisting co-operation of personnel in other schools were among the most serious problems.

As a result of all these considerations, four forms were worked out—an extended transfer form, a request for data from cumulative record, information from school records, and a welcome letter to parents. The procedures for using them were also worked out and are now in experimental use. The following is a brief description of the forms.

1. *An extended transfer form.* This consists of a sheet $8\frac{1}{2}$ x 11 inches, the upper part of which is almost exactly like the present short transfer form and can be used for the same purposes. One item which designated regular or irregular attendance was omitted in an effort to eliminate information that might make the child or his parents reluctant to take the transfer to the new school. A perforation separates this section from the rest of the sheet, which is in the form of a letter introducing the pupil to the teacher in the school to which the pupil is transferring. The information in this letter includes the length of stay of the pupil in the school from which he is transferring, names of texts or grade levels in reading, arithmetic, and spelling; special physical needs which the teacher in the new school should know about; a note on special interests or abilities of the pupil; and a statement that further information is or is not available from the cumulative records upon request. The letter is friendly, positive, and personal, and is a sincere effort to help the child make a successful transition to the new school. This form is made in duplicate by the classroom teacher and is designed in such a way that he can provide the essential information with a few checks and little writing. Samples of the child's work are attached to the child's copy, and these are

folded once to fit into a 6½ x 9½ inch Manila envelope, which is easy to carry even in a car full of household goods. The duplicate copy is mailed to the new school if the child's destination is known.

2. *Request for Data from Cumulative Record.* This is a post card addressed to the last school of attendance. A supply of these cards is kept in the school office to be filled out at the time the new pupil is registered and is mailed the same day. It states that the pupil is now enrolled in this school and asks that all available information from the last school be sent.

3. *Information from School Records.* This is a form for recording professional information from cumulative records, to be mailed between schools upon receipt of a request from the new school. It is in compact form with space for recording dates of entry and withdrawal, regular or irregular attendance, results of standard achievement and mental tests, health data, adjustment problems, and other important information.

4. *A Welcome Letter to Parents.* This letter welcomes the family to the district, inviting the parents to visit school, and emphasizing the importance of taking transfer material with them to help the child if another move is made.

Classroom teachers are devising many ways to encourage children to take transfers with them when they move on to another school. Children keep samples of their work up to date in folders and are reminded at "moving season" about the importance of taking the transfer material or writing for them in case of a hurried move. Pupils are urged to let the teacher know as soon as possible about a contemplated move.

Co-operation between the districts which share in the education of these children is important. In an attempt to establish communication with other school districts in migrant areas and to share the results of its work, the Fresno project has sent samples of the new transfer materials to a large mailing list. One of the interesting findings of a study to determine where pupils in the pilot centers had previously attended school

was that an unexpectedly large proportion of them moved about among the schools of Fresno County. Which localities share the education of these children is indicated by the number of times each of these areas was mentioned in transfers.

| <i>Locality</i> | <i>Number of Times Mentioned in Transfers</i> |
|--------------------------------------|---|
| Fresno County | 530 |
| Other San Joaquin County areas | 339 |
| California coastal area | 78 |
| Northern California | 190 |
| Southern California | 170 |

Other states were mentioned in transfers 400 times, with Texas, Arizona, Oklahoma, Arkansas, Oregon, and Washington listed most frequently. Schools outside of Fresno County mentioned in transfers were in Bakersfield, Brawley, Calexico, Corcoran, Delano, Dos Palos, El Centro, Greenfield, Hanford, Kettleman City, Los Angeles, Madera, Merced, Modesto, Oakland, Patterson, Sacramento, Stockton, Tracy, and Tulare.

By evolving better transfer procedures teachers hope that the process of getting to know a child and finding out what he needs can be speeded up. When a child is to be in a school for only two weeks, six weeks or three months, there is no time for a leisurely and gradual period of getting acquainted. Quick and accurate diagnosis of educational needs is a pressing necessity if children are not to mark time. Teachers know that even though the child may be in the school only a short time and the classes may be large, he probably will find himself in the same situation in each school he attends. If the child gets an education it will be because each teacher along the way has helped him in spite of great difficulties.

Because transfers necessarily carry a minimum of information and because many children will continue to arrive without them, the development of rapid-survey materials and techniques has been one of the important activities of the project. A check sheet has been developed for use in observing the child and in analyzing his educational needs during the first week

he is in the new school. If he transfers within a few weeks, this check sheet is one of the papers which goes with his transfer. The following items are to be checked on the survey sheet for a child in grades four to eight:

1. Understanding of English
2. Reading ability
3. Spelling and dictation levels; ability to write his own ideas
4. Ability to speak before a group; speech difficulties
5. Computation skills in arithmetic; level of problem-solving ability
6. Health problems needing special consideration
7. Special interests and abilities
8. Attitudes toward himself and others

Rapid-survey instruments have been devised for use in diagnosing needs in reading, writing, and arithmetic. The other items are checked on the basis of observation at the present time. Instruments will probably be designed later to measure understanding of English and to discover interests, abilities, and attitudes.

The problem of Spanish-speaking beginners has received major attention in the first year of the project, though all teachers are aware of the continuing need to help Spanish-speaking children at all grade levels. The following main features of the plan have been used in kindergarten and first grade this year:

1. Spanish-speaking and English-speaking children are grouped together in each classroom, with a majority of English-speaking children wherever possible.
2. Learning materials and activities have been enriched to provide opportunity for talking, both in informal work periods and in discussion, class conversation, group planning, dramatization, and storytelling.
3. Instruction in small groups in English is a regular part of the reading and language development period for all

children who need it; one or more such instructional periods are held daily.

4. Reading from preprimers is introduced only after the children have a speaking vocabulary of about 300 words, speak English sentences spontaneously, and have dictated and read much chart material. A handbook of specific help in teaching English vocabulary, expression, and correct pronunciation has been developed.

A more useful curriculum designed to give children practical help with their problems of living has been the objective of a number of activities in the pilot schools. For example, an experimental homemaking program for grades seven and eight has been worked out with emphasis on the needs of young people who will shortly assume the responsibilities of family life. The following are some of the major learnings for which activities have been developed:

1. Ways to achieve cleanliness under conditions of camp living
2. How to wash, clean, and mend clothing
3. How to make over clothing which requires simple alterations
4. Ways to make a new place homelike
5. How to clean new living quarters and how to systematize the work in new living quarters
6. How to make home repairs
7. How to build simple furniture
8. How to bathe and dress a small child
9. Understanding how children grow and develop and the influence of childhood experiences on personality in later life
10. How to plan balanced meals
11. How to use economical foods and foods that do not require refrigeration
12. How to shop and buy wisely
13. How to plan a happy family life

Similar planning has been started for industrial arts activities which will help boys attain skills they can use in making their homes comfortable and safe and help them handle the tools and machines used on farm jobs. To reach young people who will soon leave school, a unit on vocations is planned for the eighth grade. This unit will explore the kinds of work available to them in the farm areas and neighboring towns, as well as other jobs that may interest them, in order to help this group of young people to a realistic knowledge of job possibilities and requirements in terms of their abilities and interests. The aim of this program is to keep more young people of ability in school and to help them and their parents gain a better understanding of the value of schooling.

Effective health instruction has also been a goal of the project. In this effort, the help of all school workers has been enlisted to identify the health needs of children and to help plan learning experiences. Nurses, attendance workers, physical education and playground directors, and cafeteria workers and others who have contact with children have worked with teachers to plan instruction in cleanliness, dental care, first aid, care of simple wounds and skin diseases, rest, and better eating habits.

Through all the activities of the project, school people have greatly increased their understanding of the cultural and community background of the children. An understanding teacher, one attendance worker has said, is the most important influence in keeping children in school. The teachers taking part in the project would certainly agree that the insight they have gained through working with community representatives, making home visits, and sharpening their awareness of children's needs have greatly increased their professional skill and their usefulness to children.

Attendance and instruction are interdependent. Better attendance means better learning, and better instruction means better attendance. Both mean better education for these migrant children.

SCHOOL ATTENDANCE PROBLEMS OF MINORS EMPLOYED IN AGRICULTURE IN CALIFORNIA¹

School attendance is always a problem wherever minors have the opportunity of employment in agriculture. At one time this was a serious problem, but today reports from widely separated sections of the state show that school attendance among such children is more regular than formerly.

The supervisor of child welfare and attendance usually issues the work permit. In issuing it he generally has opportunity to learn why the individual desires to work. Two types of work permits are issued. One type, known as Permit to Work Form No. PSA-6, authorizes minors between the ages of twelve and eighteen to work Saturdays and other days when school is not in session. The second type, a multiple-type form known as Work Permit Form No. B1-3, authorizes minors between the ages of fourteen and eighteen to work any day.

Work permits may not be issued to minors under the age of twelve years, and twelve- and thirteen-year-olds may not be permitted to work on any day that schools are in session.² However, minors under the age of eighteen may engage in private business enterprises outside of school hours on school days or in occasional jobs such as gardening and domestic work. Work permits are not required for individuals to participate in activities of this type.³

The problems that arise from the employment of minors in agriculture seem to follow about the same pattern whether the

¹ Introduction by E. R. Deering, Consultant, Child Welfare and Attendance, California State Department of Education.

² Under date of November 27, 1939, the Attorney General ruled that in the case of minors over ten years of age engaged in the sale and distribution of newspapers and magazines as independent contractors, no permits to employ are required, but if the minors are employees of newspapers and magazines, permits to work and permits to employ must be obtained.

³ Under date of August 31, 1951, the Attorney General ruled that baby-sitting, lawn mowing, and leaf raking by minors are occasional, intermittent employment not requiring work permits and that a home where such jobs are performed by minors would not be considered a place of labor or employment requiring work permits.

employment is working on an Imperial Valley truck farm, picking prunes in the Santa Clara Valley, or harvesting citrus fruits, nuts, or cotton at other locations in California.

MINORS EMPLOYED ON TRUCK FARMS OF IMPERIAL VALLEY⁴

The source of labor on the truck farms of the Imperial Valley includes Mexican nationals and Mexican "wet-backs" (illegal entrants from Mexico), as well as Americans who follow the harvest. With the latter group of workers, a number of children are always present. What to do about the children while the older members of the family are at work in the fields is only one of the many problems that arise. Many of the younger children accompany their parents into the fields and undoubtedly participate in the harvest by "picking into mama's sack."

Labor contractors usually co-operate with labor enforcement officers for they realize that they may lose their licenses if they allow children under sixteen years of age to work during school hours or without work permits.

The Imperial Valley report ends with a note of hope regarding the education of children of migrant families—"In spite of poverty and other causes of insecurity, approximately 94 per cent of all children in the Valley under the age of sixteen are attending school with fair regularity."

MINORS EMPLOYED IN CITRUS AND WALNUT INDUSTRIES IN SOUTHERN CALIFORNIA⁵

Far-reaching and fundamental changes in the employment of minors in the harvesting of oranges and walnuts have taken place in Southern California in the last 15 years. Prior to 1940, children played an important part in picking the orange and walnut crop, but today they play a small part. Among causes

⁴ Reported by Myron Woolever, Guidance-Attendance Counselor, office of the County Superintendent of Schools, Imperial County.

⁵ Reported by Herman Ranney, Director of Child Guidance and Attendance, office of the County Superintendent of Schools, Orange County, and Winton Smith, Supervisor of Child Welfare and Attendance, Santa Ana Public Schools.

that have brought about this change have been (1) the widespread use of Mexican nationals in the crop harvesting and a subsequent decrease in job opportunities for minors; (2) a substantial decrease in walnut and orange acreage in Southern California; (3) a definite improvement in the economic outlook of the Mexican-American family which had been contributing most of the workers in the walnut and orange harvest; and (4) an increased desire on the part of Mexican-American parents for their children to receive a formal education.

The walnut harvest involves both migrant and local labor supply. The family works as a team with the women and children picking up and hulling the nuts. Children of school age may secure permits to work after school and on Saturdays when school attendance requirements are met. A custom which was once prevalent and still persists in some areas is for a child to pick oranges with a father or an older brother as a 'rat,' pooling his picking with that of the adult and not appearing on the company payroll. 'Ratting' is discouraged by employers but has not been halted completely.

Many of the citrus and walnut growers in Southern California provide schoolhouses in or near the camps and housing areas. These schools are staffed by teachers provided by the school district in which the schools are located or by the county superintendent of schools. Attendance at these schools is good, but some parents still encourage the children to stay out of school and work.

MINORS EMPLOYED IN PICKING COTTON IN KERN COUNTY⁶

Cotton pickers in Kern County are composed of local residents, out-of-staters, and residents of nearby metropolitan areas. Local residents who pick cotton during the harvest period include housewives, students, and men on leave from nonagricultural jobs. These local people for the most part came from the dust bowl area. They have bought homes in the Valley,

⁶ Reported by Jack Erikson, Supervisor, Child Welfare and Attendance, Bakersfield Public Schools, and Jack Hilton, Supervisor of Attendance, Kern County High School District.

have become a part of the community, and have encouraged relatives and friends to join them.

Workers from out of the state are a heterogeneous group from the standpoint of cultural backgrounds. They vary from the self-reliant, hard-working family to the shiftless, careless, indifferent one that cannot be depended upon to do more than a few days work. The adult members of the latter type family assume little or no responsibility for their own support and their children's welfare.

Residents from nearby metropolitan areas also come to the harvest. They are men who work and live most of the year in the large cities. When the cotton season starts, they leave their city jobs because they can make more money picking cotton. Sometimes these men travel in busses from as far away as Los Angeles to the cotton fields where they set up temporary residence in farm labor camps. Often they leave their families behind where their children have continuous school opportunities.

The majority of cotton pickers are employed by labor contractors with only a small per cent hired directly by farm owners. Contractors seem to have little difficulty in obtaining workers. One effective control over labor law violations is the issuing authority's power to revoke or suspend contractors' licenses.

The minor who is a cotton picker presents the same problem to the schools as does the minor who works in any type of seasonal farm labor. Schools in certain rural areas have had some very difficult times due to the tremendous variation in enrollment caused by minors who leave school as the harvest begins and enter again when the harvest ends.

Other problems are caused by overcrowded schools. To meet this situation the school is operated so that half the children are enrolled in a morning session, the other half in an afternoon session. Under such circumstances parents are tempted to take their children to the fields to pick cotton for the part of the day the children are not required to be in school.

TRANSFER OF CHILDREN'S CUMULATIVE GUIDANCE RECORDS

J. MILTON BECK, *Supervisor of Child Welfare and Attendance, Office of the Superintendent of Schools, Santa Barbara County*

In 1951 Superintendent of Public Instruction Roy E. Simpson pointed out the desirability of developing for the use of all California public schools a well articulated cumulative guidance record system to be used in all grades from kindergarten through junior college. A state committee representative of all levels and areas of education in California was appointed to study this problem and make whatever recommendations thought necessary.

The State Cumulative Guidance Records Committee has been at work approximately three years. The results of their study will be welcomed by every school person in California. It is hoped that through their recommendations will come a more effective utilization of cumulative guidance records and a more conscientious effort on the part of every one to have a child's record follow him as he transfers from one school to another.

At the same time the state committee has been conducting its study, the school districts in Santa Barbara County have been taking steps to develop a system of handling cumulative guidance records in their schools. Not too far in the past it was possible for a child to have five or more cumulative guidance records within the various school districts of Santa Barbara County without the school in which he was enrolled having access to any one of the five.

Common sense indicated this condition should not exist. As a first step in correcting it, the elementary consultants in the office of the Santa Barbara County Superintendent of Schools started transferring records between the smaller schools in the

county with which they were acquainted. Their endeavor led to the adoption of the policy by the guidance department in September, 1952, of transferring the record for a child provided the school to which he moved requested the record.

At present in Santa Barbara County the cumulative guidance record for a child may follow him throughout his school career, pass from level to level, from teacher to teacher, from school to school, and from district to district. However the records are transferred between districts only on request and those sent to schools outside the county or to private or parochial schools are handled through the office of the County Superintendent of Schools. A record of their disposition is kept in his office. Each record transferred is accompanied by a transmitted letter stating that the transfer of records is essential since the information thus made available provides a sound basis for giving the child the educational opportunity he needs. This letter also states that the records should not be regarded as property of a particular school or school district.

More than 5000 children in 24 elementary school districts in Santa Barbara County now have reasonable assurance that their cumulative guidance records will always be available for use by the school they are attending. When a child leaves a school he is issued a transfer-return card that he takes with him. The card states, "The school records checked below are available to schools upon request." The school in which the child enrolls simply affixes a postage stamp, writes the name and address of the school, and mails the card. Upon receipt of the card, the school forwards the child's cumulative guidance record. The card is then filed in the county superintendent's office and becomes a record of the transfer of the child and his record. If no request is received for the cumulative guidance record, then the record is sent to the office of the County Superintendent of Schools. At the close of school in the spring the cumulative guidance records of all elementary school graduates are sent direct to the high school district in which they reside. Individuals who remain in the county

throughout their public school career have a single cumulative guidance record at the high school or the junior college from which they graduate.

The guidance department of the county superintendent's office is no longer seriously concerned about files, duplications, or extra typists. With the records now moving, efforts can be directed toward standardization of forms, the development of a card giving a thumb-nail sketch of a student's record for administrative purposes, and the general improvement of child accounting.

Cumulative guidance records become of infinitely greater value when used in the interest of every child regardless of whether he remains in one school district or moves from one district to another. The number of children involved, the time spent in school, and the relative importance of the educative period all point to the significance of such records. By working together on the transfer of cumulative guidance records, educational personnel can give an example of co-operation that will further demonstrate the importance of having the record and the child remain together.

THE TEACHER WELFARE WORKER'S ROLE IN THE EDUCATION OF CHILD ACTORS IN MOTION PICTURES, RADIO, AND TELEVISION

ERNEST A. TRANQUADA, *Supervisor of Work Permits, Los Angeles Public Schools*

Many child stars have had most of their elementary schooling and high school work in classes conducted on a movie lot; graduates who have attended institutions of higher learning have excelled in their college work. Among these stars are Vanessa Brown, Terry Moore, Darryl Hickman, Jerome Courtland, Leon Tyler, and Tommy Cook. The University of California, Los Angeles, the University of Southern California, Los Angeles City College, and Los Angeles State College accept work on a college level taken at the studio. Students are required to take the subject examinations given by the university or college of their choice and must spend the allotted time on campus prior to receiving a degree. The good record of child stars is a tribute to the teacher-welfare workers who instruct the students at the studios.

The motion picture industry is centered in Southern California, particularly in the Hollywood and San Fernando Valley areas. Most of the area lies in the Los Angeles City School District. The supervision of the educational opportunities and the working conditions of minors in motion pictures is under the jurisdiction of the Los Angeles City Board of Education regardless of the location of the studio. This is in accordance with an agreement with the motion picture industry, the Division of Labor Law Enforcement of the State Department of Industrial Relations, and the Los Angeles City Board of Education. Teacher-welfare workers instruct children in the motion picture studios and supervise the working hours of minors. Television has created a new work-experience medium for

minors in Southern California through the opportunities offered in television movie commercials, short plays, and children's programs. The over-all supervision is the responsibility of the Supervisor of the Work Permits Section, Child Welfare and Attendance Branch, of the Los Angeles Public Schools.

Casting offices and motion picture and television studios interview each minor who has a work potential. If these interviewers feel that there is a possibility of hiring the minor, a request card is signed by the interviewing agency and the request card is presented to the Work Permits Section by the minor. Satisfactory school attendance and citizenship and the passing of a physical examination are necessary before a motion picture permit is issued. The age span of children issued permits includes 15-day-old infants to 17-year-old minors. All rules and regulations established for the industry are in the interest of the minor as his welfare is paramount.

Rigid controls have been established for children under six months of age. A contract is signed by the parent, the studio, and the Division of Industrial Welfare, State Department of Industrial Relations, limiting the working time of such children and stipulating their pay. A baby less than 30 days old earns \$75 a day and may not be on the set longer than two hours. If the baby is under bright lights, shooting is limited to 30 seconds, and the work day cannot exceed 20 minutes. This limit has been imposed because exposure to bright lights for long periods is injurious to the eyes of small babies. The 30-second ruling includes a provision that 2 minutes rest must be granted between shots. Babies 30 to 90 days old receive \$50 per day, and babies 90 to 180 days old earn \$25 a day. These babies are under the supervision of a teacher-welfare worker and a nurse during their work day. A physical examination by the Health Services of the Los Angeles Public Schools is given each infant before he works, and within 48 hours after he works. Children over the age of six months to 18 years of age are under the supervision of a teacher-welfare worker during the working day and minors of school age are taught on

the studio lot. The minimum daily wage of this age group is determined by guild rules but the pay given varies according to a child's performance. The studios have been most co-operative in meeting all of the requirements of education and supervision.

Teacher-welfare workers hold the California general elementary and general secondary credentials and are conversant with the rules and regulations governing such work; they teach children on the movie set the required three hours a day and supervise the recreation and work of the minors for the remainder of the day. These teacher-welfare workers have taken the regular teacher examinations given by the Los Angeles Board of Education and have placed on eligibility lists. At present there are 28 teachers employed by the studios. Whenever a minor is working in motion pictures, the studio calls the Work Permits Section of the Child Welfare and Attendance Branch for a teacher. Teachers are assigned on a rotation basis and have employment only when minors are working. These teacher-welfare workers are under the supervision of the Supervisor of the Work Permits Section of the Child Welfare and Attendance Branch, but are paid by the motion picture or television studios.

Each major studio has a well-equipped schoolroom; the minimum standards of this schoolroom are set up in the agreement with the studios. Minors are taught in the schoolroom. On location, temporary schoolrooms are established where standards are also prescribed.

Recently there has been an increase in the number of children working in motion pictures for use on television programs. Any scene filmed by a motion picture camera is classified as a motion picture and all rules and regulations pertaining to motion pictures apply. In live television, where no cameras are used, television permits for minors are required. To secure such a permit, a minor must present a school clearance showing satisfactory progress in school and must pass a physical examination. The Work Permits Section issues clearances to

these minors and the local office of the Division of Labor Law Enforcement issues the permits. A minor attending full-time school cannot work more than three hours a day at a television studio (live). If a minor is called to work five hours a day on live television, a teacher is secured to teach him for three hours. The supervision of these children during working hours is the responsibility of the parents. They must be present during rehearsal and production time.

Stardom is achieved by only a few; often forgotten is the ability, intelligence, and hard work that were necessary before it was achieved, and that behind every child star is the teacher-welfare worker who quietly and conscientiously contributed her share toward his success.

THE HUMAN INTEREST ELEMENT IN CHILD WELFARE AND ATTENDANCE WORK

Compiled by FLORENCE McGEHEE, *Supervisor, Child Welfare and Attendance, Woodland Public Schools*¹

The role of the supervisor of child welfare and attendance in relation to the maladjusted child is that of guide, philosopher and friend, interpreter, confessor and champion. On the words and deeds of this supervisor the child may stand or fall. The results of this supervisor's actions are often more far reaching than he knows. His is not the hasty judgment that the classroom teacher must perforce sometimes exercise in solving a child's problem because of the demand of other children on his time, inadequate knowledge of the child's background, and lack of information regarding the events leading to the crisis.

As the school representative who interprets the school to many homes and the same homes to the school, the supervisor of child welfare and attendance brings the tidings about Johnny and Mary; he suggests solutions to their problems, and strives, with the help of the parent, the teacher, and various agencies to carry out the solutions. The home, the school, the community may be, each or all together, at fault for the child's feeling unwanted in a place where people can't be bothered to look into his special case, where his physical, mental or spiritual needs go unnoticed.

Here are some brief case studies in which children are handicapped in their search for satisfaction in their school experiences. The cases presented indicate types of problems that the attendance supervisor must solve. It is his responsibility to help children overcome their problems. In doing so he may have to secure the services of many agencies and persons in addition

¹ Mrs. McGehee is the author of the book *Please Excuse Johnny*, published in 1952 by the MacMillan Company. The book is based on her work as supervisor of child welfare and attendance in Woodland.

to those available in the school. The techniques used will vary with the personality and background of the supervisor.

THE BELLING OF THE CHILDREN ²

Danny was unhappy about attending school, so unhappy that he finally put his seven-year-old foot down and flatly refused "to go to that old school again!" This was quite disconcerting to his mother who was a supervisor of child welfare and attendance. It would be much easier to handle this kind of problem in another's child, as you could "help the mother to improve her attitude," or "encourage the teacher to make the school environment more enticing." But what to do with your own child in a school you held up as an example of modern education? This answer came through interviewing the child:

"Danny, why don't you want to go to school?"

"I just don't, that's all! I don't like it!"

"What don't you like about it?"

"I don't know," Danny replied.

Then there followed questions regarding the possible sources of discontent—relationship with peers, teacher-child rapport, assignments too difficult, possible health factors.

Seven-year-old Danny soon tired of this intensive prying, so gave the simple truth, "Oh, I just don't like being *belled in* and *belled out* all the time. Just when you are having fun coloring or reading, the old bell rings and the teacher makes you go outside. Then just when it is your turn on the swing the old bell rings again and the teacher makes you go inside. I just don't like being *belled in* and *belled out* every day!"

MYSTERY STORY ³

Paul was nine years old, and although "the tests" showed him to have superior ability, he was spending his second year in the third grade.

² Anonymous.

³ Told by Della Leonard, Director, Child Welfare and Attendance, Alhambra Public Schools.

"Sometimes I wonder where that boy's mind is," his teacher, Miss Jones, exclaimed to the visiting teacher. "He might as well be absent *all* the time for all he contributes while he is here. He isn't naughty; he doesn't speak out of turn; he wears that I-really-hate-to-do wrong expression, but all he does is watch the clock. The minute school is dismissed, he bolts out the door. Sometimes he goes home at noon and doesn't return, and he will *not* stay after school for special help with his work. Whenever I suggest it, he becomes hysterical, screaming, 'I can't stay, I tell you!' and he doesn't. His absences are increasing in number. I do wish something could be done."

Miss Adams, the visiting teacher, was welcomed by a distressed and puzzled mother. Yes, his birth was normal. Yes, he slept well, ate well, and was well until about a year ago. Then everything seemed to go wrong. He tossed restlessly at night, talked in his sleep, awoke tired in the morning, and went to school under protest. Doctors could find no physical basis for his nausea after breakfast. If his mother was going out, he was too ill for her to leave him, or she had to take him. These, then, were the days of absence.

Several interviews later, the father recalled that he had made the comment "Listen, boy, if you don't behave, some day you are going to come home and find both your parents gone," which proved to be the cause of Paul's behavior. Reassured by both parents, Paul regained his feeling of security, with phenomenal results at school.

IT'S FUN TO BE GOOD ⁴

"Well, what would you do if someone called you an old grey mare?" By this time Jean had calmed down from her fit of anger and could talk about it. An hour ago when she threw scissors at Jack, it would have been useless to try to talk to her. She was so wild-eyed, so angry at him.

"You see, Miss Jones," she confided, "when I was a baby I was spoiled. I got everything I wanted until I was two. Then

⁴ Told by Miriam Spreng, Visiting Teacher, Guidance Bureau, San Diego Public Schools.

Jim came. I was jealous, but not very." Remarkable insight this twelve-year-old showed.

Miss Jones, the visiting teacher, had known Jean since a year ago when her mother remarried and took her children from the children's home, where they had been placed following their father's death three years before.

The three years in the children's home were not happy ones, for this seven-year-old reacted to all her insecurities by being belligerent and losing her temper.

What rejoicing there was when Jean and Jim learned they were to have a new father and were to live with their mother again! The new father was fond of them and eager to help them overcome all their bad habits at once. He took over the discipline. He helped them with their school work. Not in sympathy with modern methods because he did not know or understand them, he tried to drive the children to learn. For every disobedience or failure he punished. In his very eagerness to help the children he drove them from him.

Being unable to be herself at home, Jean let out at school. She was defiant and disobedient, and enjoyed the attention and power her temper outbursts gave her. In her own words, "You see, Miss Jones, I like to fight. I can do that better than the other kids. I can *win* in that. But in school work someone always beats me."

Well, surely, Miss Jones thought, it should not be too hard to help a child who could analyze her problems as well as this. Work with the stepfather and the mother, who was dominated by him, did not prove to be very satisfactory, so she spent more time working directly with Jean. She realized that Jean needed to be first in something that had social approval. She needed to feel important.

Creative dramatics was suggested by the teacher. This proved helpful, for in dramatic play some of Jean's feeling found expression in the character she portrayed; she could do this better than "the other kids," so gained approval and a feeling of importance within her group.

Improvement in behavior was naturally slow because Jean had made a bad reputation for herself and had much to overcome. In frequent conferences with Miss Jones she gradually made up her mind that she could get more satisfaction from being good than from fighting and losing her temper.

Did she succeed? Listen to a remark she made recently, "Miss Jones, it's *fun* to be good."

TO PLEASE OR NOT TO PLEASE ⁵

Betty Jerome was a dainty little dark-eyed miss in the second grade. She was thin, tense, eager to please. In fact, she tried so hard that she talked incessantly, her voice becoming higher and higher as she became more tense in her efforts. It was because of her great desire to please and her inability to do so that Miss Green, the school social worker, became interested in her.

Miss Green found Mrs. Jerome as charming as the child. She noted that the mother was nearly distraught over affairs in the home which were making Betty "this way." "You see," said Mrs. Jerome, "There is Gee Gee," pointing to a smiling fifteen-month-old boy emerging from a pile of boxes. She continued, "Betty is frightfully fond of him. We all are. But her father has eyes for Gee Gee alone—unless Betty does something to displease him and then he scolds or punishes her."

"But, surely no father could really dislike a child like Betty," Miss Green remonstrated. "Perhaps he doesn't realize that he scolds her so much and gives all his smiles to Gee Gee."

"I wish that were true. But he never wanted a girl, and has never seemed really fond of her."

Miss Green recognized in the relationship between the children and in their father's attitude toward them a rather common problem. She suspected that Betty was jealous of Gee Gee. Because Betty was good to Gee Gee the mother did not think she was jealous until one day Betty herself poured out her

⁵ Told by Miriam Spreng, Visiting Teacher, Guidance Bureau, San Diego Public Schools.

feelings to a friend. "My father hates me, but Gee Gee gets everything he wants."

Talks with the mother and father followed, encouraging them to find ways of building up in Betty a feeling that she was loved, and that she was pleasing them. When the school felt the child was not ready to go into the third grade because she had been so emotionally upset much of her year in the second, it was difficult for the parents to be reconciled to the fact. Miss Green tried to help them see that to send Betty on would only increase her problems, for, if unable to do her school work satisfactorily, she would be more tense trying to please again. Now if the parents could look upon a "hold over" not as a failure, but as an opportunity for growth, they could tell Betty they were glad she could be in a class where she could be a helper for her teacher because she knew some of the work at the start. Then she could feel she was not a disappointment to them, and next year she could please them in school work without too much strain.

In this business of helping our children work out some of their problems, we have to work out some of our own, so Mr. and Mrs. Jerome came to see that their feelings in the matter were not so important now. It was imperative rather that Betty be made happy and that her self-confidence be built up. That could not be accomplished by prodding or being dissatisfied when it was a conscientious child with whom they were dealing.

Miss Green has known the Jerome family two years now. Gradually the father, like the mother, has recognized Betty's problem, has been watchful to give her commendation and to make her feel that he loves her.

JUST LIKE THE OTHERS⁶

The young teacher, concerned and sympathetic, asked me to have a look at Walter. I did. Even among the ragged and

⁶ Anonymous.

uncared for children of this particular down-at-heel school in this particular down-at-heel community, Walter was a stand-out. His clothing was tattered and too thin for the weather; he had no sweater or coat; the sole of his shoe flapped when he walked. Here was distinctly a welfare case.

"Do you suppose anything can be done for him?" the teacher wanted to know. "He certainly needs things."

He certainly did, and I thought of the fund to which I had access, a magic sum of money which on more than one occasion had brought self respect to other young ones similarly situated.

Walter's meek mother told a pitiful story of need, while his father sat by resting—a thing he did well. Next day the boy and I set out together on a shopping expedition. Out of this came warm underwear, socks, a sturdy pair of shoes, shirts, jeans, and a colorful ski-type jacket. Though he was given his choice in the matter of selection, the boy brought a singular apathy to the business.

"Yeah, I guess it's all right," was about as far as he would go in enthusiasm, though when we parted he did mutter some polite words of thanks. I went away filled with the sense of righteousness that one always gets from spending other people's money in a good cause. Walter would be "all right" for the rest of the winter.

A few days later, however, when I called again at this little rural schoolhouse, there was Walter, the complete scarecrow, same old tattered thin garments, same flapping shoe sole.

"Look at him!" whispered the teacher. "What do you suppose happened?"

"My Dad's wearing 'em," Walter told me later. "We're the same size so it's all right. He said the other guys 'ud laugh at me if I came to school all trillied up like that. They'd say I was a sissy, he said. An' I guess they would too." He must have caught my look of dismay, for he added, "Don't worry. Now I'm just like the other guys."

WHOSE SIN?⁷

Marilyn was playing in the back yard with a couple of preschool children when I called at her home. There had been shouts of happy laughter until her mother stepped out to the back porch and announced that "somebody from the school is here to see you." Marilyn had to be persuaded to come in and when she did she walked with a slow shuffling gait, gazed dreamily off into space, and answered questions irrelevantly and in monosyllables.

Here was an extremely attractive and bright twelve-year-old whose former school record was good, both as to attendance and scholarship, but she had not appeared when school opened in the fall. The story that she was ill had brought several visits from the nurse who, at length, suspecting malingering, asked me to take over. A conference with the family physician brought forth his opinion that there was nothing physically wrong with the child.

"I don't know what to do with her," the mother said, weeping through most of the interview. "She just won't go to school. She is too big for me to carry there; too big to spank. If I take her every morning and see that she gets into the schoolhouse and call for her every afternoon, she'll go. But I can't do that because I have this roominghouse to keep to earn our living, and besides it's too far when you haven't a car. There's no use talking; Marilyn just won't go to school. I hope you don't feel that you have to put us in jail. She's happy here playing with the little children in the neighborhood and not doing any harm to anybody. She just stays right by my side all the time because she doesn't like people—seems like she's kind of afraid of them. I do take her to Sunday School, though."

I learned upon inquiry that this was a broken home, the father and mother living in widely separated parts of the country. Now and then Marilyn was allowed to visit her father, a man very much older than the mother, stern, domineering,

⁷ Anonymous.

opinionated, and given to quoting the harsher passages from the Scriptures. Marilyn always came home from these visits obviously shaken and upset.

As time went on, she told me haltingly, "My father says the world is full of sin, and that we must be always on the lookout for it. He says that young girls like me will get caught up in it sure if we don't look out. Wicked men are lying in wait for young girls like me and we have to be very careful where we go. They will jump out at us and get us if we don't look out. It's better for a girl to go everywhere with her own mother, especially after she gets to be twelve years old—I was twelve my last birthday. Girls coming home from school get caught by evil people and dreadful things happen to them. Sometimes I can't sleep for thinking about them."

On one occasion I persuaded her to let me accompany her to school. The teacher reported that she seemed interested in the schoolroom, the pupils, the course of study, and gave a good oral report of a trip she and her mother had taken during the summer. But when school was over and she was walking home with companions of her own age she became suddenly hysterical, realizing the chances she was taking in being out without her mother.

After many conferences with the mother, arrangements were made to have the girl attend a mental clinic. Both mother and child attended many conferences with the psychiatrist and psychologist (the father refused to go), but no definite decision as to whether or not Marilyn should return to her classes was made. For months she was under observation, seeming happy and secure only in the presence of her mother and the very much younger children of the neighborhood.

At length she was enrolled in a private school where there was an extremely understanding teacher and where the general philosophy was less terrifying than it was under her father's roof. There are only 50 or 60 students enrolled in this school and the teacher has the time and the insight to handle individual cases which vary so far from the norm. Marilyn is

slowly learning that sin does not forever stalk the streets in broad daylight and that going to school can be a safe and satisfying experience. Her mother hopes to have her return to the less sheltered situation of the public school next year.

SECURITY IN PETS⁸

James needed a sympathetic friend and someone to share his greatest interest—animals. Although he lived on a ranch with his sister and his parents, he was not allowed to have a pet. He solved his really fundamental longing for a pet by climbing over a fence at the county fairgrounds and attaching himself to a stable. He was allowed to hang around and run errands and help with the care of the horses. Of course, this absorbed his full time and completely eliminated such childish—not to say dull—pursuits as school could offer. No more school for him.

But the fair came to an end and his friends moved along to the next fair. James endured life for a couple of days, and then ran away to try to find them. His mother wanted to put out a "missing persons" on him, but was persuaded to give him a day or so to come back under his own steam, and so preserve his essential dignity. Meantime, she informed me that what James wanted most in life was a pig, and I extracted a promise from her that the family would get him one when he came back. And he did come back. His mother called to report this, and said she couldn't get him to school unless he got his pig first. What should she do? She was told to get the pig first, and then put James in school. This she did, and in a few days James came to thank me for getting his father to let him have the pig. "What do you suppose I've named her?" he asked. I held my breath. "Cleopatra," he said. "She's a beauty." I relaxed and started breathing again.

Well, Cleopatra waxed fat and sleek and took 4-H prizes. She provided an interest for James and kept him going to school with fair regularity. I thought his troubles were over.

⁸ Told by Charlotte Neely, Director, Child Welfare and Attendance, Pomona Public Schools.

But the following September we had a repetition of the truancy, and James, when I saw him, looked not only sad but sullen. Inquiries about Cleopatra produced no response. So I went to see his mother and discovered that James' father had butchered Cleopatra during the summer. James would leave the table when they had pork. Also he never wanted another pig.

What he wanted now was a cow. He figured a cow would be valuable for milk and not, therefore, in danger of extermination. So—we started off to look for a calf. We drove from dairy to dairy looking for a heifer. They were either being kept or had been sold as soon as dropped. But eventually we found one—two days old. The farmer who sold her to us for two or three dollars tied her legs securely together, loaded her into the turtle back of my coupe, and expressed the hope that she wouldn't "stifle herself" en route. I assured him there was plenty of air in that turtle back, but he informed me that stifling had nothing to do with lack of air, but meant throwing a leg out of joint. And so the expedition turned out to be educational for me as well as profitable for James.

We journeyed back to James' home without mishap and he began life over again. The pig episode was repeated, except that this time, Gwendolyn, the heifer, was allowed to live and furnish an interest in life, which enabled James to make his adjustment to the otherwise—for him—pointless daily grind of school, home, chores, and general good citizenship.

CONCLUSION

All these children—the very small boy with the longer-than-usual span of attention who rebelled at being interrupted in his interesting tasks, the child who feared to leave home lest he find himself deserted, the little girl consumed with jealousy of the new baby, the one with insight who struggled mightily to adapt herself to new and difficult situations, the boy who would rather be ragged than different from his peers, the boy who, in his search for recognition, found it in his farm animals and

what they could bring to him in community activity—all these, and many like them, pass through our ken, their problems and frustrations plain to the experienced and understanding worker. We wish we could say that, having been subjected to our ministrations, they all live happily ever after, but we can only hope. It is the being able to point out—and occasionally to see the fact accepted—that human values are even more important in school life than the things found between book covers that makes the work of the child welfare and attendance supervisor the most rewarding in the world.

USING COMMUNITY RESOURCES TO AID THE CHILD

BEATRICE BROOMELL and ALDO ACCORNERO, *Assistant Supervisors of
Child Welfare and Attendance, Los Angeles Public Schools*

The question, "Why doesn't somebody *do* something?" is heard frequently when efforts to solve the problems of a pupil seem to have reached a standstill. Sometimes this standstill is caused by those handling the case being uninformed regarding the availability of resources that are needed to solve the problems. To secure the help needed to solve children's problems one must know the resources of the community and be familiar with the procedures to follow in securing them.

The child welfare and attendance worker's primary function is to insure a continuous school experience for each child. This function involves eliminating forces that interrupt this experience and cause the child to have harmful experiences.

Many forces can contribute to the inability of a child to use successfully the school's offerings. The child welfare and attendance worker is interested in all these but is chiefly concerned with those that arise in the home and community. To carry out his work, the child welfare and attendance worker must understand established cultural patterns and what it means to an individual to move from one cultural group to another. He must have a thorough knowledge of significant social and economic factors in the community such as health and industrial conditions, the school's standards and provisions, population trends and makeup, religious influences, ethical standards, the significance of the family, and group activities available. This information helps him to understand the social needs of a community and the resources available for use in meeting those needs—public and private resources, legal and voluntary, sectarian, nonsectarian, individual and group.

With such knowledge and understanding, the child welfare and attendance worker can help the child who is in conflict with environmental factors or who has some deficiency. If a child's difficulty is primarily one of environmental deprivation, balance may be restored by making available those community resources that will sustain the child and ameliorate the deficiencies of his surroundings. If the situation is one in which the child is in conflict with himself as well as with society and is unable to maintain a balance between himself and the environment, the worker needs knowledge and skill in recognizing this fact and in helping the child's parents to see the need for treatment. Not only the child welfare and attendance worker but all school personnel conferring with parents need to understand the problems involved in referring a parent to any kind of social agency for help with family difficulties.

Asking for help is a difficult step for any person, and the parent who is told quickly and brusquely in the first interview that his child needs the services of a therapist, psychiatrist, or child guidance clinic will naturally be upset. Any parent has a tremendous emotional investment in his child, and although he may appear to deny a problem, he is aware of one, and his feeling of being in some measure responsible for it is often heavy in his heart. The parent who denies a problem may be placed on the defensive by the approach that is used in discussing the situation, and thus be unable to share in working out a solution. Therefore, the worker must have skill in helping parents gain enough understanding of a problem to feel the need to seek assistance.

The child welfare and attendance worker is often the liaison agent between the school and the home, social agencies, juvenile court, law enforcement and probation departments. Coordination with these agencies is important, for almost invariably any situation referred to the worker is a complex of interacting events and relationships, and individuals within the family as well as the child are usually involved in the treatment process. The worker learns to appreciate and to interpret not

only the school, but also agencies in the field of social welfare, health, guidance, and protective services. In this way better help is offered the family and the child.

A close working relationship with other agency personnel is gained by a clear understanding of the different agency functions, by keeping records confidential, and by keeping other agency workers informed of progressive steps in a co-operative case when treatment is being carried on simultaneously by two or more agencies. Many communities have established a case conference committee as a branch of their co-ordinating councils. Members of the committee are professional workers from the school, social agencies, and law enforcement agencies who work co-operatively in analyzing problems and in producing the desired solutions. In addition to working co-operatively with this group, the child welfare and attendance worker takes part in case conferences held within the school with teachers, principal, counselor, nurse, doctor, and registrar for the purpose of sharing information and planning treatment procedures.

The case conference has definite limitations. As an understanding of the child's problem becomes clearer through discussion in the case conference, the worker's anxieties are relieved but his energies may be dissipated. The case conference method may involve too much discussion and not enough follow-through in giving service to the child and his family. This same danger is apparent when "case study" or "case recording" is stressed to the point that sight is lost of the goal.

The need of child welfare and attendance workers for co-operative relations with community and governmental agencies, basic understandings of human behavior, and knowledge of social resources is illustrated by the following cases which are typical of those with which the workers must deal.

Twelve-year-old Jerry, who had been truant from school several times and showed evidence of parental neglect, was referred to the worker because of absence. Upon calling at the home the worker found Jerry in charge of his four younger brothers and sisters.

The worker asked to see the mother and was informed that the father and mother had left the home two days before and had not been heard from since. There was no food nor money, and Jerry didn't know when or if the parents were going to return. The worker assured Jerry that help would be coming and asked him to stay at home with the other children.

The worker then contacted a nearby parish priest who said food would be sent to the home and adult supervision provided for the children until other plans could be made. Since this seemed to be a case either of desertion or calamity, the juvenile police were contacted immediately. The children were placed in the protective custody of Juvenile Hall, and at a later date the parents were apprehended in a northern city and returned to answer charges of child desertion.

Sally was referred to the child welfare worker because of extreme behavior problems in an elementary classroom. Swearing, kicking children and teacher, destruction of material, poor scholastic achievement, and open defiance were among the problems enumerated. Intelligence tests indicated a child of above average ability. There were no apparent health or medical problems.

Home calls and interviews revealed the following situation: Sally was living with her mother and stepfather and two half-brothers. Periodically, Sally's behavior would become too difficult for the mother to handle, and Sally would be sent to live with her father.

The mother and stepfather agreed to an immediate change of schools for Sally because her behavior had become too acute for further adjustment with her classmates. After further interviews with the mother she agreed to seek help from a family welfare agency. For a few months Sally seemed to adjust a little better in her social relationships, but it soon became apparent that the school could not meet her needs in her highly disturbed condition. Meanwhile the family agency's psychiatric social worker had found that both the mother and natural father of Sally were unable to accept this child with love and understanding. It was the desire of the parents that Sally be placed in a foster home. This the agency did with the hope that accepting, loving parental care might eventually help Sally adjust to normal social relationships. The agency also made arrangements for therapy to be given the little girl.

HOW SUPERVISORS OF CHILD WELFARE AND ATTENDANCE SERVE OUR SCHOOLS

ROSALIO F. MUNOZ, *Assistant Supervisor, Child Welfare and Attendance Branch, Los Angeles Public Schools*

Since the publication in November, 1950, of *A Framework for Public Education in California*,¹ prepared by the California Framework Committee, California educators have been re-evaluating their work in terms of it. Supervisors of child welfare and attendance, like other school personnel, have been thinking about their role in the school as it might be viewed in terms of the Framework. This article is an attempt to present one point of view regarding their role in the school.

THE INFLUENCE OF CULTURE ON OUR ROLE

Among other things, supervisors of child welfare and attendance recognize the cultural forces which influence an individual's behavior. They are aware that each child entering school brings with him patterns of thinking, feeling, and experiencing that are influenced by his home environment. They know that school experiences have different meanings for children because of the children's divergent backgrounds of experience.

In one culture an individual's behavior may be wholly acceptable and in another culture be so unacceptable that he will feel intense guilt. This guilt may cause him to be aggressive toward society or to escape from it. If he takes an aggressive means of compensating for his feelings, he may be punished for his conduct. Thus a cycle of difficulty is started rather than a misunderstanding being corrected. As we study the child, we

¹ *A Framework for Public Education in California*, Prepared by the California Framework Committee. Bulletin of the California State Department of Education, Vol. XIX, No. 6, November, 1950.

come to understand not only his individuality but also his cultural background. An understanding of the child's cultural background helps us to determine whether the nonconforming child is a disturbed child or merely behaving within the limits accepted by his culture. It provides us with a frame of reference within which we can help the child to resolve problems that are causing him difficulty.

THE SUPERVISOR OF CHILD WELFARE AND ATTENDANCE COUNSELOR, CO-ORDINATOR, CONSULTANT

The supervisor of child welfare and attendance has a coordinating role in the school. He is concerned with the physical, psychological, and spiritual as well as with the social factors that affect children and youth. To perform his job successfully he must study how these factors are affecting the child's behavior, organize into a workable summary the information he finds, and present it to the school, the child's parents, other interested persons, and to certain agencies for their use in helping the child.

The supervisor of child welfare and attendance is a counselor for children with problems, and as this counselor he carries authority to enforce the provisions of certain laws. But in counseling children he endeavors to help them discover how they can meet their needs and attain their purposes through socially acceptable behavior. He also makes every effort to help children understand why society has certain rules and regulations and why it is necessary for everyone to comply with them.

The supervisor of child welfare and attendance is the only representative of the school that certain parents know. To them he must interpret the school verbally, and by his actions, attitudes, assumptions, feelings, and emotions make his sincerity felt by them. In his endeavors he must withhold judgment until he has all the facts, seek advice regarding the solutions for the problems he is studying, and postpone definitive action until he is certain that he knows how each problem can be solved most advantageously. The primary aim of the supervisor

is to help each child acquire insight into his problem, to view it realistically, and to have faith in his ability to solve it. When this goal cannot be achieved it then becomes the responsibility of the supervisor to determine in conjunction with other specialists how the case should be handled. If it is decided that the case should be handled by a court, the supervisor presents the case to the court and requests its assistance.

To the community the attendance supervisor is many things. He is its protective agent in child welfare. He is a liaison officer between the school and social agencies. He is an interpreter of the school to the community and of the community to the school.

The Framework Committee's statement says:

Education must always begin with insight into the capacities, interests, and needs of human beings. Education in its fullest meaning is designed to give the individual ready command of all his potentialities. The more a teacher knows about a pupil, the more effectively can the *teacher* guide him into complete possession of all his powers.²

In fulfilling his task the supervisor of child welfare and attendance provides a specialized service to the school. His contacts with the child, the home, the community, and the school are to help teachers, administrators, and other school personnel work successfully with each child. From these contacts he brings to the school a picture of the home and community situation which explains behavior patterns and suggests means of satisfying individual needs. He facilitates effective use of community resources. He explores with teachers, administrators, and other school personnel ways in which individuals and groups of children may be better served.

² *Ibid.*, p. 21.

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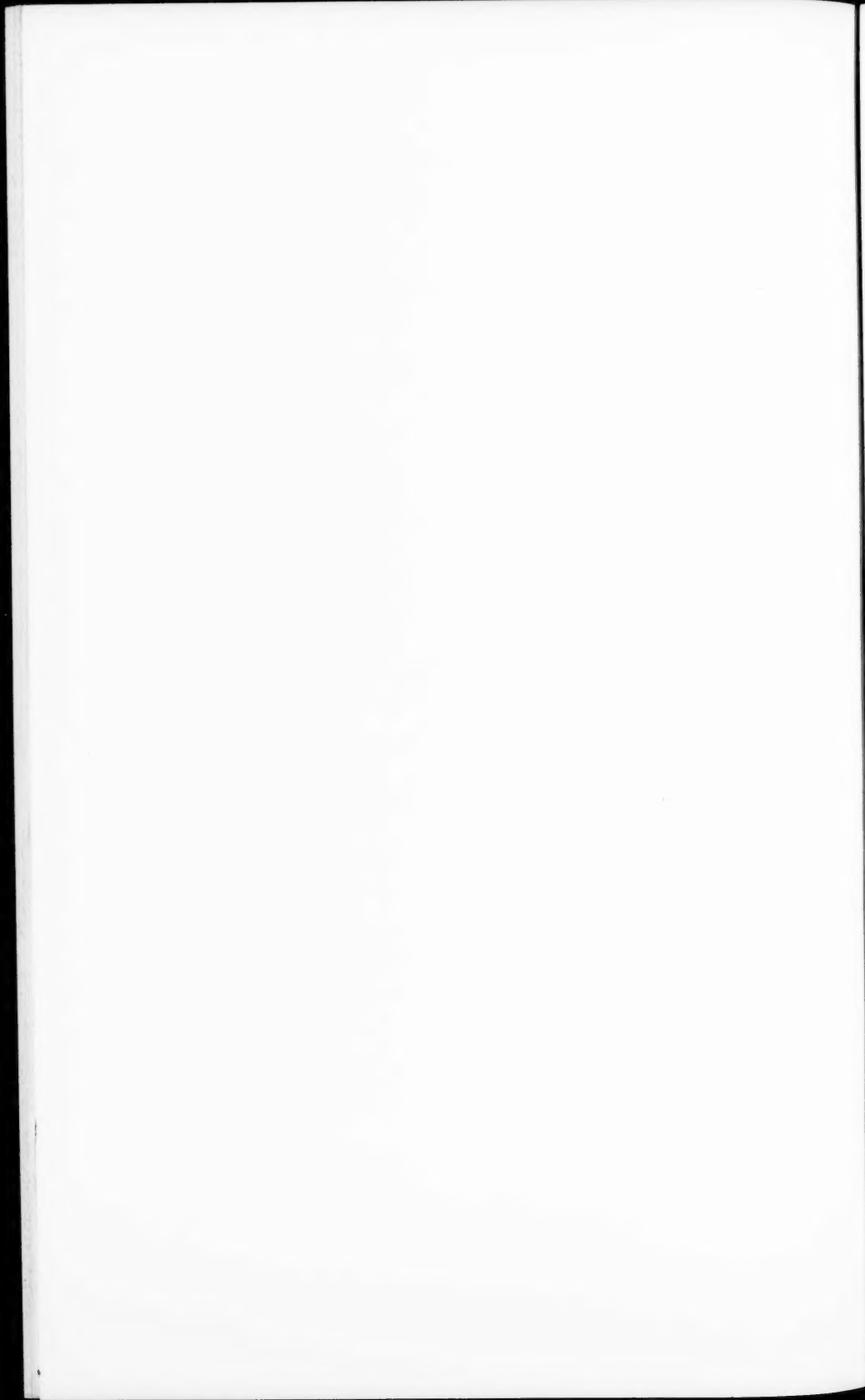
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